

Video Lesson Guide: Setting Goals



Program 65: Life Skills, African Women Making a Difference, Segment 8 – Rosie Community Leader

1. Explain to students that you want to show them a video about a young woman named Rosie Mbone. Rosie is a former gang member living in Korogocho, an urban settlement of Nairobi, Kenya. We will learn how she turns her life around and becomes a community leader.
2. Ask students to discuss the following questions in groups or pairs.
 - What are some reasons why youth engage in crime?
 - What are some of the negative effects of engaging in crime?
 - Once you get into a life of crime, how can someone change their life for the better?

Explain to students that they will watch a video segment and will hear Rosie Mbone talk about her transformation from a life of crime to being a campaigner against crime.

3. Play the video pausing at different points to engage the students in discussion.
 - Play from **17:30** and pause at **19:32**. Ask, what reasons does Rosie give for why youth engage in crime. Point to connections between their pre-viewing responses and Rosie's ideas. (Rosie says: Youth get engaged in crime because they are illiterate, lack of schools/ can't afford to attend school, poverty.)
 - Continue to play and pause at **19:45**. One of the youth says, "Crime is not the solution." Ask students to suggest possible solutions to the problems youth are facing.
 - Play and pause at **20:14**: Rosie says; "This is a safe space for the youth?" Ask, is our school a safe space? What places in our community are safe spaces? Is there anything we can do to make our community and school safer?
 - Play and pause at **20:20**: Rosie says, "The old will not spill the blood of the youths nor will the youths spill the blood of the old." Ask students what they understand by this statement. (Expected responses: A crime free society, No one of any age should engage in any form of crime, peace is possible if we all respect one another – young and old.)
 - **23:05**: Rosie says, "If the youths get better education it would change a lot." Pause and ask the students how they think education would help transform their own lives, families and the community as a whole.
4. After viewing the video segment, ask student to explain how Rosie's life used to be and how it is has changed for the better.
5. **Rosie's Goal**: The father or Rosie's child was killed and her brother was jailed and then killed. This is when Rosie realized she had to change. Ask pupils if they know what a goal is? After they share their ideas explain that a goal is a desired result, something they have decided they want to achieve. Ask, what was Rosie's goal? (Rosie's goal was to turn young people away from crime and back to education, 59:20-59:23). We can say, Rosie's goal is to end youth crime. We can call this her ultimate goal or her **long-term goal**.

6. **What are Rosie's Short-Term Goals?** Rosie set steps along the way to reach her long-term goal. She decided she had to reform not just herself but other gang members as a start. She started with just two gang members, Moses and Peter. They in-turn worked on reforming other gang members. They formed a community youth group (the Legends), and developed a drama to engage young people and convince them to stay in school and promote peace. All of these are steps on Rosie's path to her goal, or can be seen as **short-term goals**. (59:23 to end)

Rosie's Pathway to Success

Long-Term Goal: To End Youth Crime

Short-Term Goals:

Goal 1: Educate and convert other gang members to join the fight

Goal 2: Develop a youth group made up of converted gang members

Goal 3: Change attitudes and behaviors of young people by sensitizing them on the negative impact of crime and the importance of staying in school

Note that it sometimes takes many years to achieve a long-term goal and that Rosie will continue to add steps (short-term goals) along the way, to achieve her goal of ending youth crime.

7. **Creating my pathway to success:** Ask students to think about their long-term goals. This can be linked to their education, their future careers, the role they want to play in their communities and so on. They should think and imagine what they see themselves doing, what they would like to achieve? Explain that in life we tend to set and re-set our goals. Goals are not set in stone but change as our life changes; still it is good to have a vision and think ahead to what we hope to achieve. While this is an individual exercise, it helps to talk and share ideas. Let your students choose to work on their own or in pairs so they can share their ideas and get feedback. Explain that for now you only want them to think of their BIG Goal or long-term goal. It can be something they hope to achieve in the next few years or they may want to look further ahead.
8. **Provide each student with a handout** (My Pathway to Success) and allow them to complete the first section on their long-term goal. Allow some whole-group sharing and prepare them to start on their short-term goals. This lesson should lead to deeper discussion on:
- Obstacles they may encounter along the way
 - How they deal with obstacles
 - Seeing failure as an opportunity to learn
 - Importance of adjusting our goals as we change and grow
 - Importance of taking one step at a time, and so on

Goal Setting: My Pathway to Success

Sample Student Activity Sheet

Name _____ Date _____

MY LONG-TERM GOAL

HOW WILL I GET THERE? (MY SHORT-TERM GOALS)

WHO CAN HELP ME?

HOW WILL I MEASURE MY PROGRESS? BE SPECIFIC.
